En Route Learnings	Teach To The Objective	Monitor Learner Progress
b. with arms folded. **c. with hands behind neck?**	The modified crunch is done with the knees bent and the arms and hands stretched out in front. Lie on your back with arms at your side, knees bent, and feet on the floor. As the learner tucks his chin to his chest he will curl his upper back and shoulders off the floor until there is tension in the abdominals. Use the arms and hands out front to help lift off the floor. The learner should react with arms and hands, but continue to help chin tucked and shoulders rolled in. Hold position for a count of five. When the learners can demonstrate efficient and effective technique with arms out, they are ready to try folding the arms and keeping them tight to the chest. Other than the change in arms placement everything else stays the same. Hold position for a count of five.	Does the learner demonstrate the ability to execute a crunch for 8 to 10 seconds for five sets?
Assume a crunch position with hands by your side. Crunch with hands out front. Crunch with arms folded.		
Crunch with hands behind head.	The final technique involves clasping hands behind the neck. The learner should have demonstrated efficient skill before trying this more difficult position. Again, other than hand placement the rest of the movement is the same.	Does the learner demonstrate the ability to execute a crunch with hands behind the neck for 10 seconds each repetition and 10 sets?
Select the crunch position that is comfortable and that you can successfully complete.	It is not advisable to add weight or pressure to the learner in this exercise. It is recommended that the learner do more repetitions to strengthen the abdominal muscles.	
Discuss the muscle action and muscle involvement.		

ı Route Learnings	Teach To The Objective	Monitor Learner Progress
.1 **Can the learner execute a Parallel Squat PEH p. 334)?**	Power lifting relies mainly on sheer strength. The squat sometimes called the king of all exercises and is without doubt an exercise from which one can achieve astonishing leg mass and strength. Have the learners stand with a bar or broom handle across the shoulders, this technique can be practiced without something across the shoulders but the learner will get a better feel for where the hands are if they hold onto something. The head should be held up, the back should be flat, with the small of the back kept arched. The feet are 12 to 16 inches apart and in the same line. As the bar follows an arched decent, the chest moves closer to the knees with the hips moving down and out. Keep in mind this is a power squat, the mechanics of a bodybuilding squat have a ittle different technique. In a bodybuilding squat the bar follows a perpendicular path downward and upward.	Does the learner demonstrate the ability to execute the squat movement without weight?
Practice the squat stance with or without object.		
Practice decent without weight (power squat).		
Practice decent without weight (bodybuilding (squat).		
Have learners practice complete squat selecting the technique comfortable to them.	In both techniques the decent should be slow and stopped when the thighs are parallel with the floor. The heels stay on the floor. From the squat position, drive with the legs and hips to an upright position.	
Add light weight to a bar and practice the squat technique desired.	Key points of proper squat technique: 1. Keep bar over center of base. 2. Bar and weight resting on trapezius muscles. 3. Back should be in erect position. 4. Hips under the bar. 5. Weight distributed evenly across the foot. 6. Thighs parallel with floor. 7. Keep head up. Model the complete squat for the learners.	

En Route Learnings	Teach To The Objective	Monitor Learner Progress
Demonstrate and explain where tension is felt in the muscles.	Some things to look for in an improper squat technique: (common problems). 1. Improper weight distribution out from base of support 2. Back is rounded and therefore absorbs tremendous amount of force trying to counter-balance misaligned weight distribution going forward. 3. Buttocks remain at a high level. 4. Going past the point of parallel. 5. Heels raise off the floor. 6. Balancing on toes and balls of feet. Muscles involved are: Lower back, buttocks and thigh.	Does the learner demonstrate both techniques of a squat and understand the difference in the two? Does the learner demonstrate the knowledge of which muscles are being exercised?
Determine your technique is comfortable and if you are ready to add weight.	The question will come up "are squats bad for the knees?" Sudden or ballistic hypertension or flexion of a joint under extreme stress is dangerous. While the application of adaptive stress is required, it must be applied carefully rather than suddenly. Dropping into a "rock bottom" squat position with weight on your back is potentially damaging. Slowly lower the weight to the squat position (don't bounce at the bottom) is a correct technique.	Does the learner demonstrate the the squat movement with light weight?
As the learner is ready have them practice with light weight removing and replacing the bar from the rack.	When performing squats with weight the learner should be teamed with two spotters or partners. The weight itself should be resting on a squat rack. When the learners have successfully mastered the squat techniques with light weight they are ready to execute from a squat rack. With spotters on both sides, have the learner enter the rack and practice removing and replacing the weighted bar to the rack.	Does the learner demonstrate the removal and replacement of a weighted bar onto the squat rack?
Determine a comfortable weight	The learner should advance slowly in the amount of weight to be used, increments of 5 - 10 pound is adequate. Model and explain the techniques of removing and replacing a weighted bar from the rack. Give ample time for the learner to practice this technique.	Does the learner, using a squat rack, demonstrate the ability to complete a set of five repetitions with 80% of maximum weight?

En Route Learnings	Teach To The Objective	Monitor Learner Progress
2.2 **Can the learner execute the Deadlift?** Practice the overhand grip. Practice the alternating grip. Without weight the group will practice the Deadlift techniques.	The deadlift is said to be almost a total-body exercise because it involves four major body-parts. The learner should stand in front of a bar on the floor horizontally in front of them. Because the grip is somewhat different, introduce it as in previous experiences. The learner will have a choice between the palms down grip as used in the olympic lifts or an alternating palms up, palms down grip (PEH p.332). Use a bar or broom handle to model the new grip and have the learners practice it. Begin in the squat position, thighs parallel to the floor, head up, feet 12 to 14 inches apart, and back flat. Now grip the bar with the grip that is most comfortable to the learner. When in this position the back should be straight and at approximately at a 45 degree angle to horizontal. Keep your arms straight. Raise your body and the bar with knee- and hip- joint extension. Keep weight equally distributed on both feet and on the whole foot. Keep pulling until you have reached an erect body position. There should be a slight arch in the back. The arms should also pull but should remain straight throughout the lift. Keep the back straight throughout the entire movement, except near the end of the lift when it undergoes extension - hypertension. Inhale and hold your breath at the beginning of the pull and slowly exhale as you raise the bar. Inhale again when in the erect position and slowly exhale as you lower the barbell to the floor. Model the movement and have the learner practice it. Major muscles exercised: Glutous Maximus lower back shoulders hips and knees Weight should not be increased until learner can demonstrate skillfulness in technique with lighter weights.	Does the learner demonstrate the ability to use both types of grips? Does the learner demonstrate the ability to execute the Deadlift techniques without weight? Does the learner demonstrate the ability to execute the Deadlift with light weight a minimum of four sets in four repetitions? Does the learner demonstrate the ability to execute the Deadlift with 80% of their maximum? 3 repetitions, 3 sets.

En Route Learnings	Teach To The Objective	Monitor Learner Progress
2.3 **Can the learner execute a Bench Press?**	The Bench Press, sometimes considered the most popular of all weight lifting exercises, is the one most often done improperly. The learner's ego may become a big obstacle in learning how to do the bench press correctly.	
The learners demonstrate if the bar is balanced and selects the correct position on the rack.	Before performing the bench press, make sure the learner checks the bar to see if it is sitting balanced on the support rack. Balance is determined by the position of the iron plates. Each side of the bar should have the same weight in the sequence, with the weight of the plates decreasing as they proceed outward.	Does the learner demonstrate proper grip and body placement in the ready position for the bench press?
The learner positions himself on the bench with back and buttocks flat and feet flat on floor.	With only a bar and no weight applied, the learner should position himself flat on the bench so the bar should be firmly in place on the bench pad, with the feet flat on the floor.	
The learner should determine a grip and hand placement that is comfortable to them.	The learner should now grip the bar with hands equal distance from the center of the bar. The easiest way to determine this is to use the rough part of the bar, the knurl, as the guide. The width of the grip should be determined by each lifter experimenting with what feel comfortable. The grip most commonly used places the hands slightly wider than the shoulders.	Does the learner demonstrate the ability to execute a bench press with an unweighted bar? Techniques: a) hand placement? b) is breathing correct in both down and press phase of the lift?
The learner will inhale then lower the weight to chest and exhale near completion of lift.	Proper Breathing is usually carried out with little thought. However, proper breathing sequence is very important. As the learner is in the ready position, just before lowering the bar to the chest, inhale, filling up the lungs with air. Have the learner practice this by using the unweighted bar as the learner becomes confident the weight will be successfully pressed, begin	

n Route Learnings	Teach To The Objective	Monitor Learner Progress
The learner should complete and experience the down phase and the press phase.	exhaling forcefully. The lowering of the weight, the down phase of this movement, is done under control, the bar is lowered to the chest, this is a slow, controlled movement. The raising of the weight is the press phase and the weight should be pressed upward also in a slow, evenly paced and controlled manner. With the bench press, the bar should follow a naturally arched line of travel. The most common improper bench press technique is "bouncing the bar off the chest". Stress the importance of slow, controlled movement. talk about the possible injury if bouncing takes place.	
Spotters should be present at all times during the bench press. Select the correct weight and demonstrate a bench press. Determine necessary adjustments in the amount of weight so a successful set may be completed.	Spotting has been talked about in the introduction, because the learner lies horizontally under the weight in this lift. It might be a good idea to emphasize spotting techniques throughout the learning experience. As the learners demonstrate efficiency in the bench press technique, add more weight to the bar, five to ten pound increments should be enough. The learner should stay within a weight that can be successfully completed in 4-5 repetitions. Have the learner work to a completion of three sets of 8-10 repetitions. Principals fo Proper Technique: 1. Total muscle control of the weight on both the down and press phases. 2. Mental concentration. 3. Slow, controlled movement of the weight down to the chest. 4. Controlled upward movement of the weight in the press phase.	Does the learner execute a bench press using 80% of maximum for three repetitions in three sets?

En Route Learnings	Teach To The Objective	Monitor Learner Progress
The learner will discuss the muscles involved and feel the stress to these muscles after the learning experience.	Major muscles exercised: Shoulders, chest, back of arms.	
3.1 **Can the learner execute an overhead press military press? (PEH p.332)**	With the bar in front and horizontal to the learners, have them grasp the bar with a palm-down or overhand grip. The hand position should be slightly more than shoulder width at shoulder level. Keep elbows to the outside so that the upper arm is perpendicular to the torso. Have the learner use a bar without weights or broom stick to practice the lifting movement from the floor to a rest at shoulder level. In weight rooms equipped with pressing racks, the lifter will need to practice balancing his weight and stance so the bar can be removed from the rack into the ready position (shoulder level). Where a press rack is used, a short squat with weight balanced on both feet should help remove the bar into a shoulder level lifting position.	Does the learner demonstrate a proper grip and hand placement on the bar?
Select the grip and hand placement.		
Determine the grip with bar on floor and at shoulder level.		Does the learner demonstrate effective technique in removing weight from floor and rack?
When a rack is available, learner should experience both movements to shoulder level.		
	Model both techniques used to get bar into starting position.	
Determine comfortable stance	With the bar at shoulder, level and hands shoulder width apart - check feet to keep them balanced and about shoulder width apart, slowly press the weight upward. until the elbows are locked out. Exhale at the top of the lift. Slowly lower the bar to starting position. Model the complete lift. Show start to finish with and without a rack of both situations are possible. Have the learners add weight as he/she shows efficient and effective lifting technique.	
Model the press with an unweighted bar.		Does the learner demonstrate the ability to complete the press without any weight and displaying effective technique?

Route Learnings	Teach To The Objective	Monitor Learner Progress
Add weight as ready and practice complete movement. Explain muscles involved in lift.	Major muscles involved: The deltoid, trapezius, and upper chest. Note: It is possible to execute the overhead press with the elbows in or out. Keeping the elbows in works the upper chest and anterior deltoid. With the elbows out, the middle deltoid raises the arm, while the anterior deltoid and upper chest only assist. As learners become comfortable with the lifting technique, have them work to 80% of maximum. Three sets of 8-10 repetition will be a good happy medium.	Does the learner demonstrate the ability to complete a overhead or military press with light weight.? Does the learner execute a press with 80% of maximum for three sets of 6 to 8 repetitions?
.2 **Can the learner execute a Biceps Curl (PEH p.338)?**	The curl is sometimes thought of as a bench muscle exercise. Learners who want big biceps (front of the arm muscles) enjoy this exercise. Just as in the press the bar may be moved into the starting position either from the floor, a press rack, or a curl rack.	Does the learner demonstrate effective grip and hand placement?
Determine the hand placement and starting position. Determine which of the three removals will be used. Demonstrate curl movement without weight. Demonstrate curl movment using bar or broom stick.	When possible model moving the weight into starting position from each situation. The starting position will be with the bar in front of the thighs and the elbows kept at the sides. Grip and hand placement: Use a palms up grip (PEH p.332) - underhand grip. Stand with the feet shoulder width apart, arms extended, with elbows slightly touching the sides. Keeping the chest high, strongly flex the elbow joints until the bar is raised to the top of the chest. If the learners are having trouble keeping the chest high, they may stand with their back to a wall, holding this position the chest should stay high. Elbows must remain in the same position or move slightly to the rear during execution of the curl so that they remain behind the bar at all times.	Does the learner demonstrate the ability to bring bar to starting position? Does the learner execute a curl with a bar (demonstrating effective techniques)?

En Route Learnings	Teach To The Objective	Monitor Learner Progress
Demonstrate the curl movement using light weights. Discuss the muscles involved. Work to a weight comfortable and within their personal range.	Lower the bar under control to the starting position. The major muscle involved in this action is the biceps. Model the complete movement, the learner should understand that there should be no swaying of the hips or chest. When the learners demonstrate effective technique in the curl using a bar without weight they may add weight in 5-10 pound increments. Note: The lift may also be done with a E-Z curl bar or dumbbells. The angle of the E-Z curl bar will change the hand placement and will change the angle of the biceps causing only a slight change in the development. Learner should work to complete 80% of maximum three sets of 8-10 repetitions.	Does the learner understand and have the ability to discuss the muscles involved in the curl movement? Does the learner have the ability to execute a curl with 80% of maximum weight for three sets of 6-8 repetitions?
3.3 Can the learner execute a triceps extension PEH p.341)? The learner will lie on floor or bench and demonstrate the exercise without weight. Spotters are present. The learner will lie on floor or bench and demonstrate the exercise with bar only.	The triceps which are pushing muscles are very important in a number of sports. When building the arm muscles, there is a tendency to think only of the bench muscle (biceps). The actual size of the arm comes with building the triceps. The learner starts by lying on their back or an exercise bench. Feet should be flat on the floor. Because of the weight being unsupported while in the exercise position it will be necessary to stress spotting throughout the learning experience. Using a bar or broom stick have the the learner lie on their back, if there is not enough benches the floor may be used. Hold a bar with a narrow grip (hands close together on the bar. From a lying position, this will be an overhand grip, palms will face away from the learner. Model the lying position, hand placement, and grip for the learner. With arms straight and locked supporting the bar over the chest just as in the bench press, the learner will lower the bar slowly behind and below the head. There should be considerable flexion in the elbow joint and a slight pull in the shoulder joint.	Does the learner demonstrate effective extension technique using a bar without weight added? Does the learner execute the triceps extension with effective technique using light weight?

En Route Learnings	Teach To The Objective	Monitor Learner Progress
	Once the bar has been lowered, pull the weight up and forward over the head. Raise up until your arms are straight with the hands directly over the shoulders. To repeat	
Spotters are present.	lower slowly with shoulders and elbow flexion so that you don't hit your head with the bar.	Does the learner discuss and talk knowledgeably about muscle involved in the triceps extension?
The group will determine their personal range of of weight and practice the movement.	Model the complete movement. Explain that the movement may be done with dumbbell or barbell. Model the movment with both if there is equipment to do so. Major muscles involved are the triceps. Work to complete three sets of 8-10 repetitions.	Does the learner execute the triceps extension with 80% of maximum weight for three sets of 6-8 repetitions?
Spotters are always present.		

Grade/Level: Secondary

Concept/Activity: Weight Training II

Objectives: The learner will be able to:

1. Effectively apply a stretching routine as a pre-workout and post-workout activity.
2. Effectively apply the remaining major muscles of the upper body to a routine and explain each.
3. Effectively apply the remaining major muscles of the lower body to a routine and explain each.
4. Effectively apply the power clean as a total body power lift and explain it's procedure.

En Route Learnings		Teach To The Objective	Monitor Learner Progress
1.1	**Can the learner demonstrate the ten pre-stretch (and post-stretch exercises efficiently.**	RIGHT OVER LEFT With straight legs, learner should stand with his right crossed in front of his left and bend at the waist only to stretch and hamstrings. Learners should try to put his palms on the floor.	Does the learner have both legs straight and both feet flat on the floor?
1.2		LEFT OVER RIGHT Same techniques as #1 except left leg is in front.	
1.3	**Stretch to both sides.**	STANDING "V" Learner will stand with wide stance and both feet facing forward, then bend forward and to the right (and left) and try and put the head to the knees (switch).	
1.4	**Stretch to both sides.**	FENCER Learner stands with left foot pointing straight ahead and right foot pointing out to the right side. Learner then leans toward right side until top of right leg is parallel to the floor while the back leg stays straight (switch).	Does the learner get leg parallel floor?

n Route Learnings		Teach To The Objective	Monitor Learner Progress
.5		CALF STRETCH Learner squats down with fingers under the front of the toes. Learner then extends legs to a standing position while still holding the toes.	
.6	**Stretch with both legs.**	FIGURE "4" Learners sits on the floor with left leg straight in front with toe pointing straight up. Right leg folds so that sole is against the left inside thigh and flat on the floor. Learner then reaches for left toe with both hands (switch).	Does the learner have folded leg against straight leg and not underneath?
.7		SITTING BULL From a sitting position, learner puts the soles of the feet together (like an Indian sit) and holds feet together and close to the crotch - stretch by bending down in an attempt to touch the head to the feet.	
.8	**Explain that stretching should be slow and specific.**	SHOULDER STRETCH From a sitting position; legs are straight and together. Hands should be behind the shoulders with fingers pointing straight back. Stretch by raising the hip off the floor to a straight body position. Relax. Move hands back and stretch again.	Does the learner execute the stretch with only heels and palms in contact with the floor?
1.9		NECK ROLLS Roll the neck clockwise slowly; then counter-clockwise. (This can be done simultaneously with the shoulder stretch.).	
1.10	**Number of repetitions and sets should be determined by strength and need.**	ABDOMINAL STRENGTH/STETCH Lying on the back with buttocks on floor bend both knees toward the chest. From this position slowly lift or curl the buttocks off the floor approximately six inches and then slowly return butt to the floor. Repeat by sets of ten. Do not rock using the knees as a lever, use abdominals, do very slowly.	

En Route Learnings	Teach To The Objective	Monitor Learner Progress
2.1 **Can the learner demonstrate correct form in executing a bent over row?** Begin with bar only then move to light weight. The latissimus dorsi muscle and rear deltoid are primary movers.	The learner will stand with the feet spread no more than shoulder width, and knees slightly bent. With the back at about a 45 angle, the lifter will bend and initially lift the bar with the legs. The lifter will start with arms fully extended and hanging down while holding a moderate to wide overhand grip. Pull the bar toward the chest and touch, making sure to keep the elbows wide and lifted high. Lower the bar back to full arm extension.	Does the learner execute the latissimus row with correct body position?
2.2 **Can the learner demonstrate the three movements of the "deltoid raisers" exercise?** The speed of the repetitions should be done for each of the three movements. Same number of repetitions should be done for each of the three movements.	The stance for the first two movements is the same. Learners stands with one foot slightly in front of the other and about shoulder with apart. Dumbells of an appropriate weight should be used with one in each hand. Elbows should be bent slightly to take stress off of the elbows. The weight is then raised straight out in front of the learner with both arms (or alternating arms) to a parallel position with the floor and returned to the side slowly. The second movement has the weight being lifted laterally and abducted (to the side) and in the same prescribed manner as the first movement. The third movement has the lifter place the feet eight to ten inches apart and side by side. Bend at the knees and bend over at the waist to a 45 angle, then lift the weights with elbows bent vertically (as if to fly) and work the rear shoulder muscles.	Does the learner bend elbows and knees to release stress from the elbows and lower back?

n Route Learnings	Teach To The Objective	Monitor Learner Progress
.3 **Can the learner demonstrate the correct form for the wrist curl?** Can be done with dumbells. Keep the elbows a proportional distance apart in relation to the hands and the bar.	Whether using a bench, the lifters knees or standing the wrist curls are effective for strengthening the forearms. The lifter should hold the barbell twelve to fifteen inches apart and the palms supine. Rest the forearms on on a bench or on lifters knees so that the wrists and hands hang off. The learner should then allow th bar to roll down the fingers and curl it back again for one completed repetition. To relieve stress from the wrists the curls could be done standing up with the palms prone to perform the same movement.	Does the learner curl the bar the entire length of the fingers?
.1 **Can the learner correctly demonstrate the form used for doing walking lunges?** Long steps ensure greater stretch. Lunges can be enhanced by adding dumbells to each hand and performing the movements.	After stretching properly, the learner will begin by standing with the feet together. The learner then takes an elongated step with the left foot; at the same time the right elbow should move down and touch the left knee. The next step is taken with the right foot while the left foot stays in place and stretches and almost touches the with the left knee almost touching the ground and the left elbow touching the right knee this elongated stepping continues for about 10 - 20 yards or an even number of steps with each leg.	Does the learner reach out for big stretches on the lunge steps? Does the back knee almost touch the ground?
3.2 **Can the learner demonstrate the correct movement for performing the calf raiser?**	The learner will place their feet on a board or 2" to 6" raised platform with the balls of the feet on the board with the heels off. Then the lifter plantar flexes and dorsi flexes at the ankle (moves foot to "toes up" toward skin). "On toes in movement of repititions. The learner could add a resistance to the movement by placing a barbell on the shoulders to make the movement more demanding.	Does the learner maintain balance will performing the lift.

En Route Learnings		Teach To The Objective	Monitor Learner Progress
	Full extensions at a reasonable pace will ensure best results.	The lifter could also simply hold dumbells in each hand for the same basic effect but with limited poundage increase capabilities. Some machines such as the standing or seated calf machines make this exercise easier to manage and more effective.	Does the learner correctly operate the calf raiser machines.
4.1	**Can the learner correctly demonstrate the power clean?**	A lifting platform with plenty of room is needed for the power clean. The lift technique is designed to be an overall body lift. The muscles involved include the thigh, calf, gluts, lower back, arms, deltoids, traps.	Does the learner understand which muscles are involved in the power clean.
	The lift should be one smooth movement. Warm up with no weight; practice standing into the lift. Use very light weight to get into the groove of the lift.	Begin with position. The hands should be in an overhand grip (hands prone) and slightly wider than shoulder width. Feet should be flat and the bar should be set directly over the balls of the feet. Head up, back straight with shoulders in front of the bar (so far it's just like the dead lift; Weight Training I, 3.2). Begin by extending the legs, and keep the arms fully extended. With knees bent, push the floor away with the bar.	Does the learner lift without jerking the bar from the floor?
	Elbows should be above the shoulder before "whipping" motion. Bend knees to catch the weight and absorb the shock of the bar.	From knee level, streamline the bar, meaning to keep the bar close to the body and fully extend the leg up on to the toes. Push with the toes, using momentum and pull the elbows as high as possible, then "whip" the elbows under the bar. Bend the knees as you "rack" the bar on the chest and shoulders. Gather the feet under the bar and hold for three seconds then return the bar to the floor.	Does the learner use momentum to get bar above the shoulders? Does the learner return the bar to the floor under control?
	Two spotters should be present.	Spotters should be able to grab the bar if needed.	

There are two styles of wrestling, "Greco-Roman" and "free-style", both are represented in the Olympic Games. In some parts of the United States wrestling is a very popular sport (noteably the mid-west). Wrestlers are evenly matched in size by a weight classification system. The objective of wrestling is to pin the opponents shoulders to the mat for one second in college (two seconds in high school). Wrestling provides individualistic outlets for expressing one's prowess, for self defense, and as a means of recreational satisfaction. Strength is only one prerequisite for success; leverage, quickness and balance also significantly contribute to success in wrestling.

Wrestling holds involve throws, lifts and twists. Matches or contests occur on mats within a circle 32 feet in diameter. In high schools matches are six minutes long, divided equally into three two minute periods. If a wrestler is not successful in pinning his opponent's shoulders to the mat for the required time, the winner of the match is determined by a point system. There are several ways to score points on an opponent, including takedowns, near falls, escapes and reversals.

The personal challenge and satisfaction derived from a one-on-one contest using power, strategy, leverage and surprise is an appealing aspect of the sport to many secondary students. Although traditionally a male-oriented activity, girls often enjoy learning the wrestling holds. Encourage interested girls to engage in the activity as long as they have another girl as a partner and the partner is in the same weight classification.

The wrestling and self defense units can be held simultaneously with students rotating between the two activities or making a choice. Other combative activities may be incorporated into the unit. For example, a karate or Tai-Kwon-Do demonstration from a local community program can provide interest and enthusiasm for students who enjoy the challenge, agility and skill provided by combative activities or the marital arts.

Key Reference

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Johnston, J.K. et al. *Wrestling: Skills and Strategies for the Athlete and Coach*. NY:Hawthorn Books, Inc. 1979.

NCAA Official Wrestling Guide. Shawnee Mission, Kansas.

Grade/Level: Secondary (7-12)

Concept/Activity: Wrestling

Objectives: The learner will be able to:

1. Maintain the advantage position for fifteen seconds under wrestling like conditions
2. Execute two out of four pinning combinations after performing a break down.
3. Execute at least one escape and one reversal from the disadvantage position.
4. Demonstrate the ability to use the basic wrestling techniques in a regular or modified wrestling match.

	En Route Learnings	Teach To The Objective	Monitor Learner Progress
.1	**Can the learner condition and orient his/her body toward safe personal contact?** - aerobic and agility exercises - strength activities - self testing items such as crab walks, wheel barrows, piggy back rides, shoulder roles, king of the mountain.	Provide a variety of activities which condition learners in strength, flexibility, agility and balance. Often these can be provided as partner stunts which encourage safe physical contact.	Does the learner demonstrate sufficient strength, agility and balance to make safe physical contact with a partner?
.2	**Can the learner maintain correct body position for ten seconds on top of a partner who is on hands and knees trying to get away?**	One partner is on hands and knees while other partner is in a spread position on the down partner's back (chest to down partner's back). Down partner will try to get free while remaining on hands and knees. Top partner will try to maintain body position. Top partner will try to maintain body position. Top partner can use feet and hands on mat to maintain control. The focus in this en route learning is on balance and providing simple non-threatening body contact experiences.	
	Maintain a spread body position on your partner's back working at 1/4 to 1/2 speed.	Both partners are working 1/4 to 1/2 speed. The focus is on the top partners ability to maintain a controlling body position. Explain and/or model to the learners the type of activity desired. Rotate partners frequently.	Does the learner demonstrate the ability to maintain body position for fifteen seconds from . . . ...one forth to one half speed? ...one half to full speed?

	En Route Learnings	Teach To The Objective	Monitor Learner Progress
	Gradually increase your effort to 3/4 to full speed work.	The learners should gradually increase their effort from 1/2 speed to full speed. If learners are not under control, slow their speed down. After learners have demonstrated they can maintain body position, plan a self-testing activity. See how many can maintain proper position for ten seconds, fifteen seconds or twenty seconds. Learners could also see who could stay on the longest.	
3	**Can the learner maintain body control for ten seconds when "knee wrestling" with a partner?**	The en route learning is another learning experience that focuses on balance and getting the learners use to body contact.	
	Maintain balance on the knees while knee wrestling with your partner at one fourth to one half speed. Gradually increase your effort to full speed.	Each learner is on their knees. Knees should be spread so that good body balance can be maintained. The hands are locked on to their partners arm/shoulders. The learners try to push or pull each other off balance. "No hitting." Each partner is trying to maintain body position while forcing the other off balance. Focus is on moving the knees and upper body to maintain balance. The learners should gradually increase their effort as they demonstrate control. Plan an activity to create interest and test their skills. The activity could be similar to the one used above. The learners could see which partner can maintain balance the longest. Avoid going longer than 30 seconds.	Does the learner demonstrate the ability to maintain balance for fifteen seconds while knee wrestling at... ...one fourth to one half speed? ...half to full speed?
4	**Can the learner maintain a regular advantage position for fifteen seconds executing at least one breakdown (PEH 351-358)?**	The "bottom" man or defensive wrestler assumes a static position on his hands and knees. The "top" man position or offensive wrestler assumes a referee's position on one or both knees to the side of his opponent. The near arm is placed loosely around the defense wrestler's waist, and the palm of the other hand is placed on the back of the near elbow. The head is placed on the midline of the opponents back.	Does the learner demonstrate the ability to show a defensive wrestling position on the knees? Does the learner demonstrate an advantage position or referee's position?

En Route Learnings	Teach To The Objective	Monitor Learner Progress
- Execute bottom man - defensive wrestler position - Execute a "top" man or advantage position (referee's position) PEH, p. 348 - Execute a "near arm tight waist breakdown "from referee's position.	This learning experience has one learner in the disadvantage position and another learner in the advantage position (referee's position). It is critical that the learners demonstrate they can correctly line up in this position. Learner should be able to demonstrate both the advantage and disadvantage position before practicing breakdowns and rides.	
1. On the whistle, tighten waist control, grip and pull partner near elbow toward their waist.	Modeling and explaining the breakdown skills is critical to the learners acquisition of the skill. The learner in the disadvantage position utilizes four bases of support. The learner the advantage position must be able to take away one base of support to initiate a breakdown.	Does the learner demonstrate the ability to maintain the advantage position for fifteen seconds in three out of five trials?
2. Push your weight forward on partner's hips to force partner to mat (prone position). 3. Keep your weight on your partner while your grasp wrist of your partners near arm with both hands to maintain control.	The "Learning Cues" in PEH one pages 353-354 will be helpful. Learners should practice the technique slowly during the early learning experience and only increase speed as they are able to maintain control. Partner in the disadvantage position must cooperate so that the partner in the advantage position can practice the breakdown. As the partner in the advantage position demonstrates increased skill, the partner in the disadvantage position becomes more active. Learners should practice one move until they learn it before trying another breakdown.	Does the learner demonstrate the ability to execute a breakdown by taking away one base of support in three out of four trials (using one or more of the three breakdowns)?

En Route Learnings	Teach To The Objective	Monitor Learner Progress
Execute a "head lever and tight waist breakdown" from referees position. 1. On the whistle, tighten your waist control and slide hand to wrist. 2. Place your head in your partners near armpit, drive forward and pull your partners arm backward and to the side. 3. Push your weight onto your partner's back and drive forward until partner is in the prone position.	Learners can test their breakdown techniques when they have demonstrated acquisition of at least one breakdown. Have the learners start in the referee's position. The learner in the advantage position is to maintain control for fifteen seconds. The learner in the disadvantage position tries to "get away" by pulling, pushing, crawling, etc. No hitting? The learner in the advantage position could get one point of every five seconds of control. The learner in the disadvantage position receives two points if they get away. Rotate the learners from the advantage to disadvantage position every trial. The first to six points wins.	
Execute a "far ankle and near waist take down" from a referee's position. 1. On the whistle take your arm from your partner's waist and grasp their far ankle. Bring your hand from your partner's elbow and grasp tightly around partners waist and lift far ankle. 2. Drive your weight forward onto your partners back while lifting ankle. Push your partner to the mat with you on the back.		Does the learner demonstrate the ability to execute a breakdown by taking away one base of support in three out of four trials (using one or more of the three breakdowns)?
2.1 **Can the learner execute an escape within ten seconds (PEH 348-351)?**	The focus has shifted to the learners in the disadvantage position. The disadvantage position is the wrestler who is on all fours in a referee's position. The purpose is to escape from your opponent while in the referee's position.	

En Route Learnings	Teach To The Objective	Monitor Learner Progress
Maintain strong base of support. Pop-up (stand-up) from the referee's position, step away and turn and face partner.	A critical element for the learner to develop is maintaining an effective base of support. If a base of support is maintained, learner will be in a position to execute an escape. They can practice this by having the learners in the advantage position try to pull or push the legs, arms and /or body off balance while the partner tries to gain a base of support. Have partners rotate positions frequently.	Does the learner demonstrate the ability to execute a "pop-up" three out of five trials?
Execute the "sit out and turn in" to escape from the disadvantage position. (PEH, p. 345)	The down partner pops up quickly, steps away and turns to face partner. The learners should practice this first with no partner or a passive partner. On the whistle or signal they stand up as fast as possible. The purpose is to get away from their partner, who is in the advantage position, before they can get tight control. Gradually increase the aggressiveness of the practice situation. This can be practiced in a drill type manner. Have each learner practice ten to fifteen trials at each level of resistance. Practice the technique easy while learners are acquiring the skills. As they demonstrate proficiency gradually increase effort. As in most all partner work, partners must cooperate with each other for effective and efficient learning to occur. Have as many learners involved as safely possible.	Does the learner execute a "sit out and reach" in three out of five trails?
.1 **Can the learner execute a pinning combination (PEH 355-357)?**	The "Learning Cues" and Practice Suggestions" in the PEH (355-357) will be helpful. Have the learners focus on one pinning technique at a time. As learners demonstrate skill acquisition gradually increase the speed of practice. The "half nelson" and the "arm bar and half nelson" are the two basic pinning moves presented for this en route learning experience. There are additional pinning moves that the teacher may want to consider. Some can be reviewed in PEH (355-357).	
Execute a half nelson from a breakdown position. 1. Cross over to other side of your partner while maintaining breakdown control.	The learners should begin practicing pinning combination with a passive partner in a face down prone position (breakdown). The learner focusing on the skill starts in a ride position that would be assured after executing a breakdown. Rotate the learners every three to five trials.	Does the learner demonstrate the ability to execute a pinning "move" in three out of five trials?

En Route Learnings	Teach To The Objective	Monitor Learner Progress
2. Slide your near hand under your partners arm until wrist is on the back of your partners head. Move your body around until you are perpendicular to your partner. 3. Slide your arm around your partner's head by prying your partners arm up. 4. Drive your body forward forcing your partner to the back. 5. Lift your partner's head and maintain your prone position with chest across partner's upper body. Execute an "arm bar and half nelson" from a breakdown position.	Use an activity to test the learners ability to execute a pinning combination. Have an activity partner in the down position see which learners can move from the breakdown to the pinning combination position the fastest.	
1. Slide your arm under your partners arm and place your hand on partners back near shoulder (arm bar).	Organize these practice sessions so that learners work in partners and have maximum practice time. Each set of partners could have a single mat, or a space on the wrestling mat. One partner should be passive as the new moves are learned.	Does the learner demonstrate the ability to execute a "pinning move" in three out of five trials?

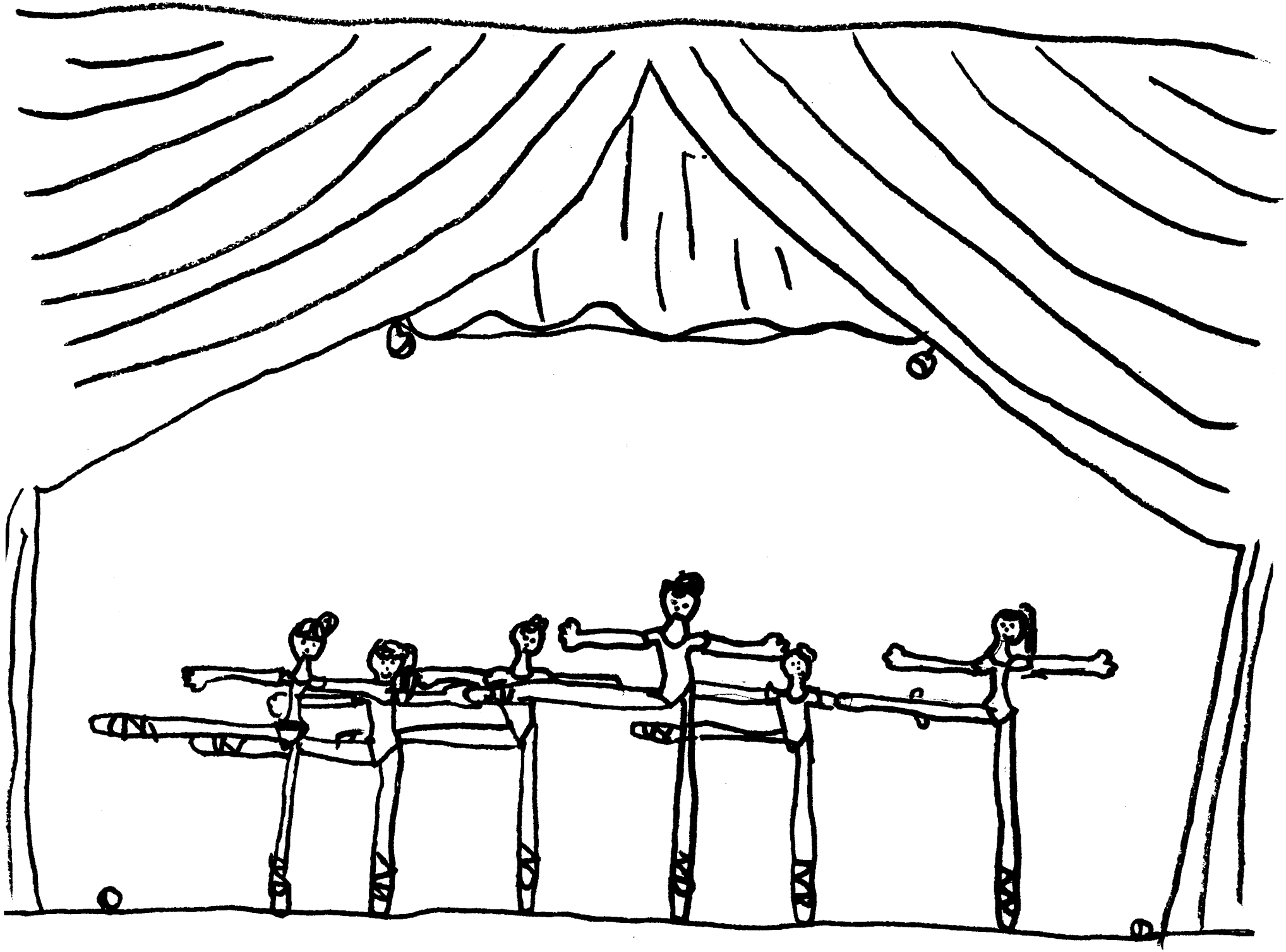
En Route Learnings	Teach To The Objective	Monitor Learner Progress
2. Cross your body over to the other side of your partner until your perpendicular to your partner. Maintain arm bar position. 3. Slide your free hand into a half nelson position. 4. Drive your body forward, prying your partner's arm upwards and turning partner onto back.		
2 **Can the learner combine a breakdown and pinning technique within twenty seconds?** From a referee's position execute a breakdown and pinning combination.	The learners in this experience will combine the skill techniques of breaking down andd pinning an opponent. The focus of learners remains with the learners in the advantage position. The learners in the disadvantage position must continue to be cooperative. Model and explain specifically what is to be practiced. There are several considerations available. The learners can select the techniques they want to use, or you can assign the technique they execute the best to use, or you can have all learners use the same technique. Learners should practice at a slow speed and gradually increase the speed as they demonstrate effective skill technique. As learners demonstrate increasing control of breakdown and pinning techniques the partner in the disadvantage position should increasingly provide resistance. They should not be trying escapes, but rather provide resistance that forces the learners in the advantage position to put more effort into their practice attempts. The learners can test their skill by seeing who can execute a breakdown and pinning combination in less than twenty seconds.	Does the learner combine a breakdown and pinning technique with twenty seconds in two or three trials?

En Route Learnings	Teach To The Objective	Monitor Learner Progress
1 Can the learner move in and out of the "stance" (PEH358-359)?	In these learning experiences the learners will begin working on moves from a standing position for the first time. The focus may become more physical to some learners. Do not force learners into full speed wrestling from the standing position until they are ready/willing.	
Move into a stance.	The learners only need to know how to use one stance. The basic stance may be natural to the learners. Model to the learners the square stance and lead-foot stance. The stance is like sitting down. Have them show you what stance they want to use. The stance position may change as they develop their take-down skills.	Does the learner demonstrate a correct stance? - square? - lead-foot stance?
- square stance	Square stance; 1. Feet are approximately shoulder width apart and parallel. 2. Flex the knees and hips. 3. Hold the head up and look forward. 4. The back straight at a slightly forward angle. 5. Hands and elbows inside the body. 6. Weight is on the balls of the feet.	
- lead-foot stance	Lead-foot stance: 1. One foot is slightly forward of th other foot and shoulder width apart. 2. Knees and hips flexed. 3. The other body positions are the same as for the square stance. For both stances, it is just like sitting down.	
Run in place and on the whistle assume a stance position.	Have the learners run in place and on the whistle (any signal) quickly move into the stance position. Start off at a slow speed and gradually increase the speed as the learners demonstrate control. The main purpose of this learning experience is to develop body control. Repeat for at least ten to fifteen trials.	Does the learner demonstrate the ability to move quickly into a stance?

En Route Learnings	Teach To The Objective	Monitor Learner Progress
1.2 **Can the learner execute a single leg or double leg take down (PEH 359-360)?**	The single and double leg take downs are the basic wrestling take downs. The considerations as well as the skills themselves are basically the same. Organize the learners into groups of two's.	
Drop to one knee, reach and grasp behind your partners knee--single leg. Drop to one knee, reach and grasp behind both knees of your partner-double leg.	Partner the learners up in two's. Learner's should work with partners of equal ability and size. One partner is the attacker the other partner is passive. Start out walking through the take downs. Have the learners practice both the single and double leg take downs about ten times each. Gradually increase their speed from the stance to the grasp. Teaching Considerations: 1. Penetrate deep 2. Get chest close to knees 3. Head is on hip for single leg take down 4. Wrap arms tight and lock hands 5. Be aggressive	
Lift opponent with shoulders and drop to the mat.	The attacker will lift their partner, or pull the legs and push with the head so partner's weight is on attacker's shoulder, and push them to the mat. By avoiding lifting the partner, the learners do not body slam their opponent. Safety is critical in these moves.	Does the learner demonstrate the ability to execute a single/double leg takedown in four out of five trails?
Drop to one knee, attack opponents legs, lift and drop....or pull the legs and push with the head.	The focus of this experience is on putting all parts together. Start off slowly and gradually increase the speed of the attacker. Continue to monitor the situation for safety.	
3 **Can the learner execute a pinning move from a take down?**	The learners are putting together several moves; take down and pinning moves. The pinning combinations where taught in Objective #2.	
Execute a single or double leg take down and move into a pinning position.	The focus is on one learner attacker. The attacker executes the breakdown and pinning move against a partner who will use only resistance but no counter moves.	Does the learner execute a pin or a take down in two out of three trials?

En Route Learnings	Teach To The Objective	Monitor Learner Progress
	Start off slowly. Gradually increase the speed of the attacker and the resistance of the partner. If learners demonstrate an inability to use pinning moves, return to the objective and teach directly for it.	
4 Can the learner avoid an attacker's take down?	The focus shifts from the attacker to the opponents ability to avoid being grasped.	
1. Retreat when your opponent attacks your legs.	The easiest way to avoid an attacker is to back up and prepare for another attack. Have the learners practice the same way as for the take down moves. In this experience the learner being attacked will retreat--back up. As soon as the learner back ups the attacker stand up. Both learners assume the stance position and are ready to start again. Start slowly and gradually increase the speed of the practice conditions. Provide ten to fifteen trials at each speed. The learners can test their skill when they have demonstrated the ability to attack and retreat. Have the learners start from running in place. On your signal move into a stance and attack when ready. The attacker stops when the leg(s) have been secured to the body. The non attacking learner must retreat. Points can be awarded for successful moves. One point for a successful attack or retreat. The first to five points wins. Learners should not take more than five seconds to attack after teacher signal.	Does the learner demonstrate the ability to "retreat" from an attacker's take down move in three out of five trials?
2. Using a spinning move when opponent attacks. - push head away - step turn and face opponent's side - move into referee's position	The spinning move is a counter attack to an opponents attempt at a take down. The partner being attacked will push the attackers head aside and quickly step and turn toward the attackers head aside and quickly step and turn toward the attackers with head raise and quickly step and turn toward the attacker's side away for the push. The opponent will then move into a "referees" position (En Route Learning 1.3).	

En Route Learnings	Teach To The Objective	Monitor Learner Progress
	This technique is more complex than the retreat. Have the learners walk through it until they demonstrate and understand. Gradually increase the speed of the practice. The learners must avoid hurting each other when pushing the head. Use the above activity for this learning experience. The learners would still get one point for a successful grasp and retreat and two points for a spinning move.	
.5 **Can the learner combine takedowns, breakdowns, pinning combinations, escapes and reversals under regular wrestling conditions?**	The focus in this en route learning is to put everything together. The teacher will continually need to control conditions for learning and safety considerations. Start from a referee's position. Learners who demonstrate good technique and who are interested should move to the regular wrestling stance.	
- From a referee's position, pin your partner in less than two minutes.	Regular wrestling-like conditions will occur in these experiences. Wrestling rules, procedures and scoring will be used. By this time in the wrestling unit, learners should be aware of more procedures and rules. The learners don't have to pin their partner to win. You can also keep score.	Does the learner demonstrate the ability to apply the basic wrestling move to gain an advantage position in a two minute wrestling match?
- From a standing position, pin your partner in less than two minutes.	Plan some simple contest/tournaments for the learners when they demonstrate the ability to effectively wrestle from a starting position to a pin or time period. Be sure to match learners according to weight, height and skill ability. Plan a double elimination tournament. At this level it may be wise to start the wrestling matches on the knees, since more often injuries occur from standing take downs.	



MODERN DANCE/CREATIVE DANCE UNIT
Grades 7-12

The materials for a unit in modern/creative dance have been developed as key performance objectives, followed by several En Route Learning experiences related to the objectives. The balance of a daily lesson is extremely dependent upon the progress within the previous day's planned lesson as well as the daily school environment. The teacher becomes the master juggler to blend long range goal attainment, short range successes and failures, and school environmental factors in planning the work for each day's lesson. The materials in this portion of the curriculum guide have been designed so the teacher can make wise selection based on the need for repetition, new material, creative work and refinement of skill for each class session.

Each lesson should contain appropriate warm up of specific groups/body parts in center; traveling down/across the floor with locomotor combinations; simple combinations of axial and locomotor movements to be done in center; and closure activity. Every lesson needs attention paid to vertical body alignment; ankle and foot strength/alignment; rhythmic clarity; energy/dynamics factors; and at least one "fun" activity. Lengthy combinations which change direction or type of basic step more than once are usually hard for the beginner at the outset of the unit. The rule of thumb should be "add a bit" every other lesson. Creative work need not be planned as the sole focus for an entire lesson. Try small fragments of work tucked within the daily lesson. This wets the appetite of those who enjoy creative work and does not make such materials an overbearing burden to those for whom it is not a comfortable experience.

All of these materials should be supplemented during each workshop you attend. Above all, a positive, uplifting, participatory and fun spirit is essential for the teacher of a unit in modern/creative dance.

Key Reference

Lockhardt, and Pease, E. *Modern Dance: Building and Teaching Lessons*. Dubuque, Iowa: Wm. C. Brown Co. Publishers.

Furst, C. and M. Rockerfeller (1981) *The Effective Dance Program in Physical Education*. W. Nyack, N.Y.: Parker Publishing Company.

Hawkins, A. (1988) rev. ed. *Creating Through Dance*. Pennington, N.J.: Princeton Book Company Publishers.

Minton, S. (1984) *Modern Dance: Body and Mind, A Basic Approach for Beginners*. Englewood Co.: Morton Publishing Co.

Grade/Level: Secondary

Concept/Activity: Modern/Creative Dance

Objectives: The learner will be able to:

1. Execute basic locomotor steps (e.g., walk, run, leap, skip) separately and in combinations with rhythmic accuracy and correct body carriage.
2. Refine at least two different fall and recovery dance technique sequences so they include anatomically correct body use and aesthetic movement flow.
3. Respond to any form of accompaniment with rhythmic accuracy and appropriate quality of movement.
4. Execute a variety of preparation techniques for abdominal control, hip and spine flexibility, ankle and foot strength and stability using correct body alignment.
5. Refine and perform in a small group at least one teacher choreographed sixteen (16) measure phrase of locomotor and axial movements with accurate rhythm, flow and quality of movement.
6. Gain confidence in his/her ability to use the body as an expressive instrument as demonstrated by the creative use of one of the energy qualities, or consistent correct execution of turn out and parallel in center and traveling techniques, and/or the rhythmically accurate execution of the teacher made eight (8) measure dance sequence.
7. Appreciate the skill of professional modern dancers through film/video and/or concert attendance.
8. Create and perform a refined dance study based on motifs (energy-force/flow, design-space, speed-time/duration) from one of the following sources: sports, drama, biology, or current events. Use the Space-Time-Flow components with clarity.
9. Correctly define/describe 70% of the terms selected from those used in class and provide examples in writing or by demonstration: (e.g.) axial, locomotor, fall and recovery, turn out, parallel, sustained, swinging, staccato, vibratory, percussive, suspended, alignment, downbeat.

En Route Learnings	Teach To The Objective	Monitor Learner Progress
1.1 **Can the learner execute individual basic locomotor steps consecutively?**	Clear explanation of rhythm and weight change patterns are essential.	
Traveling through space, walk (run, leap, skip, jump) using accurate rhythm in relation to the accompaniment being played.	Walk - even rhythm Run - even rhythm - may use same speed as walk rhythm, or double time the walk rhythm. Leap - even rhythm - elongated run (moderate speed) leap on every beat; fast leap every other beat or one leap per 4 beats of music.	Does walk have even rhythm and relate accurately to accompaniment through consecutive repetitions? (same question can be asked for each locomotor step in task.)

En Route Learnings	Teach To The Objective	Monitor Learner Progress
	Skip - Uneven rhythm - one to the same foot 1/beat; 1/2 beats; 1/4 beats for high skip. Slide- Uneven rhythm (slow or moderate speed) 1/beat, fast music = 1/2 or 1/4 beats. Jump - Even rhythm - two feet to two feet, 1 to 2 feet, 2 to one feet. (moderate speed) jump each beat. Step Hop - Even rhythm - one foot to the same foot. Takes 2 beats to do one complete step if music is very fast. Stress Clear rhythm and beat to cue (teacher cue). Teacher or student may choose direction/pathway - but this must be determined before everyone starts to move.	
Using a zig zag floor pattern, travel from one end of the room to the other using the same locomotor step (walk, jump, etc.) while relating to the accompaniment accurately.	Stress clarity of the angled corners and straight pathways. Start students on the foot that will make the pivot easiest for each turn. Be alert to natural "rounding" of corners that occurs as repetitions continue of zig zag, and re-stress sharp corners.	Is pathway clearly a zig zag without rounded corners? Is the same step used throughout the entire length of the room?
Using the same locomotor skill continuously, plan and execute a repeatable 8 count floor pattern utilizing traveling forward, sideward and backwards.	Review safety factors in traveling backwards and sidewards; practice combining backwards and forwards. Provide guides for how to know when to stop traveling (a spot in the room). Cue starting phrase for each group.	Is the pattern a repeatable 8 count locomotor pattern that also uses forward, sideward, and backward directions within the 8 counts?

n Route Learnings	Teach To The Objective	Monitor Learner Progress
.2 **Can the learner execute individual basic locomotor steps consecutively, sustaining correct body carriage?**	The vertical alignment needs to be checked, stressed and rechecked. Quiet carriage-the need for inclining the body forward to overcome inertia and to reach out along the floor with the feet must be stressed.	
Traveling through space, walk (run, leap, skip, jump) continuously while sustaining good body alignment.	The use of the flexion-extension of the knee is different for higher elevations.	Is locomotor movement continuous as the body is carried correctly?
Using a zig zag floor pattern, travel from one end of the room to the other sustaining good body alignment.	Flexion of knee-hip-ankle is required for sharp direction change; pivot in anticipation of new direction. Turn head in new direction sharply.	Is zig zag sharp? Are steps contained correctly with direction change?
Using the same locomotor skill continuously, plan and execute a repeatable 8 count floor pattern traveling forward, sideward and backwards sustaining good body alignment.	Stress clear direction changes and quiet carriage of the body.	Does body lean adjust to each new direction in the 8 count repeatable pattern?
Variations: alter the order of the direction changes.	Same as above.	Same as above.

En Route Learnings	Teach To The Objective	Monitor Learner Progress
1.3 **Can the learner execute the basic locomotor steps in simple and compound combinations?**	Combinations to include change of direction as well as variety of locomotor steps practiced to date in the unit.	
Travel the length of the floor alternating a series of 4 skips followed by a series of 4 walk using correct form and rhythm in relation to the accompaniment played. (other combinations: 4 walks, 4 jumps; 4 walk, 4 leaps, etc.)	May need to start with 8 of each step and gradually reduce to 4 and 4 of each. Model the pattern for the students. Walk through the pattern without music, then with music. Let the students attempt the pattern to music in their own personal space. Gradually perform and refine the pattern.	Is the pattern as designated? Are steps in correct form and rhythm?
Travel the length of the room moving forwards on the first 4 counts of the combination, and backward (still same line of direction) on the second 4 counts, without losing a beat in the direction change.	Stress turning in the same direction when shifting from forwards to backwards, etc.	

:n Route Learnings	Teach To The Objective	Monitor Learner Progress
Alternating shoulder leads, travel sideways from one end of the room to the other, execute 8 (4,2) slides with the right shoulder leading, followed by 8 (4,2) slides with the left shoulder leading.	Stress crisp changeovers from side to side. If pattern is 4 slides and 4 slides, you actually slide 3 and 1/2 complete slides before you change sides leading. (4th slide is not completed.)	Is direction change clear? Is rhythmic pattern correct?
Combine 4 slides (right shoulder lead) and 4 forward walks in a repetitive pattern. (can use 8 & 8 or 2 & 2.)	Cue for change from uneven rhythm to even rhythm to even with walks.	Is the change in rhythm accurately executed?
Create a repetitive pattern 8 counts that uses three of the basic locomotor skills and travels in a forward direction (walk, skip, jump, leap, step hop, run slide).	Establish the rhythm carefully and clearly for the student, e.g. Movement on each beat of a 4/4 rhythm two measures of music per combination.	Is rhythm pattern accurate? Is movement clear and correct?
Execute the 16 count pattern developed by the teacher that incorporated direction change and four different locomotor steps.	Pattern: 4 walks forward (start right). 2 slides forward (right shoulder lead). 2 slides forward (left shoulder lead). 4 skips forward. 2 two count jumps forward. 16 counts.	Is the rhythm correct? Are the steps correct? Are direction changes accurate? Is the phrase sequence correct? Is the body carried correctly?

En Route Learnings	Teach To The Objective	Monitor Learner Progress
	The pattern will need to be taught in small parts, e.g., four walks and two sets of slides. Then teach remainder of pattern. Combine two parts on another day.	
2.1 Can the learner execute the Humphrey-Limon sidefall to both sides?		
In a standing position, raise the left arm over head in a curve to the right creating a long "C" shaped curve with the body from the feet to the tip of the left hand.	This is a slow stretching action up and over so that the hips press to the left while the lower and upper body stretch to the right.	Is the body at fullest stretch in each arm reach?
	Alternate sides.	
	Stress full stretch and supple flow <u>in waist, hip, ribs and shoulders.</u> Stress the acceleration - deceleration aspects of a swing, and the drop of the body with gravity at the lowest point of arm swing.	Is the body drop and energy parallel with the arm swing?
From a stride position (second position) facing forward with arms extended to right, weight shifted to right, swing the arms down and up across the body from right to left, complementing the arm swing with accompanying flexion-extension of knees and ankles.	Safety: alignment of knees and feet.	
	Cue for rhythm: a six beat or two measures of 3/4 time works very well; provides the swing quality. (Waltz tempo works well for most types of swinging movements.)	

1 Route Learnings	Teach To The Objective	Monitor Learner Progress
From a side sit position with both feet to the right, slither or glide into the floor on your left side, extending the legs toward the feet as body stretches out to go to the left. Recover back to starting position.	Sequence: arms swing across from right to left; Left arm guides body sequentially to floor. Safety: body rolls into the floor-hip, waist, ribs, arm, head on extended arm. (right arm bent so hand is on floor facing forward to stabilize the body. The left arm guides the body to the floor. Talk through the sequence slowly: talk through and do-slowly. For return to starting position: pull away from floor at waist (arch for a cat to go under); pick up ribs to right side; head is last to leave floor. Recovery sequence: waist, ribs, shoulders, head and arms swing across to the right. Stress: flow of movement - down and out; to up and out. Pulse and meter: preferred = 4/4 moderate speed (i.e., need two measures for fall/recovery.	Is the flow of movement smooth and sequential from side sit preparation to fall and recovery back to side sit?
From standing position, weight on right leg. Left leg turned out with toe touching floor, arms reaching to right, up and across body, move from starting position to a three point stance ("crouch") preparation for slide out onto side and continue out to complete side fall onto left side. Recover in reverse order.	Emphasize stretch to side, centering over the right leg and fold down to put hands on floor outside the legs; fold the left leg under so knee does NOT touch floor but top of instep is in contact with floor. (The buttocks are in contact with heel of left leg, i.e., hips are close to the floor). Slide off the left heel to the left hip and complete the arm swing out along floor to left while completing body extension and complete side fall itself.	Is the fall smooth and anatomically safe from standing starting position?

En Route Learnings	Teach To The Objective	Monitor Learner Progress
	Use a slow eight count to go down, and a slow eight count for recovery. Keep very alert for safety of the knee-foot placement and that hips are very close to floor before actually lowering the body weight to the hip. Gradually subtract the total number of counts for the fall to four count down, four count recovery. (Frequently voice counts are needed to control speed. Hard to find record that fits 8,6,4, count reduction.) Utlimate challenge: preparation phase of arm swing to right (or left) is to push up into the air from foot with a hop. Actually go from preparation swing-hop up to collapse to and through three point phase and out into the floor in a smooth and dramatic fall! [Everything needs to be practiced on the other side so fall can be done to either side with equal ease.]	
2.2 Can the learner execute a front fall and recovery (modified split-Graham style) to the left and right with correct anatomical body placement and movement flow?		

En Route Learnings	Teach To The Objective	Monitor Learner Progress
From a second position (side stride position) fold forward at the hip joint. (legs remain straight) to a four point stance distributing the weight on the hands (arms straight) and the foot evenly and recover to upright position standing.	Test the arm strength and forward flexion of trunk. Focus on control of trunk by tightening abdominals. Keep the head up- safety factor- if arms cannot support partial weight. Timing: slow stretch forward four counts, hold weight four counts, return to standing four counts, rest four counts.	Is there enough arm strength to aid in body weight support (four point stance)? Is there enough flexion to keep legs straight while touching hands on floor in front?
From a second position (straight legs) fold forward to four point stance to take about 75% of body weight on hands (straight arms) "walking" the hands forward to a horizontal body position. Reverse exercise to return to starting position. (Legs remain straight throughout.)	Test arm strength and abdominal control. Avoid body sagging to floor hyperextending lumbar spine. Use eight count for fold and walk out; eight count for return to standing.	Is there sufficient arm strength and abdominal control to stabilize body?
Repeat above, but concentrate on holding the hip so legs are in parallel position throughout entire movement.	The parallel leg position must be changed so legs turned out and exercise may be done alternating leg position every repetition.	Is there sufficient hip rotation control?

En Route Learnings	Teach To The Objective	Monitor Learner Progress
	Caution: One cannot repeat weight bearing on the hands excessively. Few students will have enough arm strength to sustain this exercise more than 6-8 repetitions in one lesson-particularly when fall is first learned.	Is there sufficient hip rotation control?
Starting position: stand facing front in turned out second position: fall to right, using body rotation and arm strength to lower the body smoothly while legs remain straight and slide to a modified split position with back leg turned parallel and forward leg turned out. Fall and recover with rotary motion back to standing using modified Graham split front fall.	Movement= stabilizing the hips and legs, twist the upper body so left shoulder points toward the front wall, head facing front. Keeping weight primarily on the LEFT leg (straight), slide the right leg laterally to right (toe touching floor). As right leg slides just beyond point of comfortable stretch, fold trunk forward in the twisted position (left shoulder toward front) reaching out forward and downward to floor with left hand to touch floor while in line with center of body. Use right hand as a safety valve reaching forward to contact floor opposite right leg. As left hand touches floor to start to take weight, the left leg rotates inward to a parallel position. When both hands have contacted the floor, lower the body to the floor using arm strength and slide (stretch) right leg to the right. *Body appears to be sliding toward the right leg to viewer; In actuality, the body folds forward partially releasing the weight from legs and permitting the leading leg to slide to side and forward in "mock split". *Common problems: releasing front leg enough to let it slide. Most people try to keep weight evenly distributed on both legs. Weight MUST be shifted to trailing leg for this exercise (fall) to work--becoming smooth, flowing and dramatic!	Is the coordination sufficient to execute all actions in quick succession correctly?
Recovery from Mock split front fall-recover to standing by continuing to the right in a rotary action,	Movement analysis for recovery: Starting position: body is facing floor, resting on the floor, left leg turned in (parallel) and right leg is turned out. Both hands are palms down on the floor supporting some body weight.	

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wrapping the left leg over the right, followed by right over left, to rise to standing on the right leg.	1. Leave upper torso close to floor while left leg bends at knee as left foot leads left leg across right leg to the right. 2. As left foot passes over right leg, the trunk begins to lift up from the floor to follow the left leg. Simultaneously the right leg will rotate inward as weight is shifted from front of body to "sitz bones". 3. Place left foot flat on floor to the right of right leg-about knee level. The trunk is now upright and has weight on left "sitz bone" primarily--(temporary phase)--and you quickly move to other ischial tuberosity as rotary movement to right continues. 4. As rotary movement continues to right, the left knee (thigh and lower leg) will fold outward to the floor-weight now on left ischial tuberosity. As the outside of left leg touches the floor, the right foot crosses over the left leg (above the left knee) - right leg is bent-placing sole of foot flat on floor (right foot). And immediately takes the weight so trunk can extend upward as leg straightens and the recovery is completed while standing on the right leg, left foot touching close by for balance.	
Alternate Recovery- Once in the mock split position, face down, reverse your direction of travel so the right leg leads back across the left leg to the left, trunk following in rotary movement, followed by left over right, to rise to standing on the left leg.		

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Execute a front fall and recovery (Graham style) to the left using a rotary recovery that continues the body momentum to the left.	Reverse instructions from above.	Is there sufficient coordination to reverse what has been previously practiced? Is the fall to the left being done?
Execute a front fall and recovery (Graham style) to left using a reverse direction recovery, i.e., rotate back to right and come to standing on the right leg.	Reverse directions for alternate recovery from above.	Is there enough versatility to successfully complete the task?
Execute a front fall and recovery (Graham style) using a specified number of measures or counts in teacher selected accompaniment.	Progression for fall practice: 1. Talk through several times before attempting with music. 2. Slow eight counts down, eight up. 3. Moderate tempo: eight down, eight count up. 4. Reduce to four counts down, four up.	Is the fall correctly, and safely executed within the time frame allotted by the teacher?
2.3 **Can the learner perform at least two consecutive side fall and recovery techniques to the same side using correct form, flow and rhythmic accuracy?**	General comment about fall/recovery: as speed of movement increases, the uninterrupted flow of movement should improve.	Is rhythmic phrasing correctly matched with body movement and flow?

:n Route Learnings	Teach To The Objective	Monitor Learner Progress
	Use phrases such as "Melt into the floor"; "Move to the floor as smoothly as cold molasses pouring from a jar." The recovery should occur smoothly and with minimum of pauses as body shifts from one weight bearing point to another. The important visual moments are the whoosh downward from vertical split position, and the quick rotary to vertical action. There should be no savoring the success of the fall itself. Keep flow going back to the standing position.	
Perform a side fall to the left; recover; repeat again without a rest between. (Reverse sides).	Same as above.	Same as above.
Concentrate on smooth flow of movement down and up, and repeat the same fall twice to the same side (e.g. reverse sides).	Same as above.	Same as above.
Concentrate on blending your flow of movement within the rhythmic pattern framework established by the accompaniment as you do two consecutive falls.	Same as above.	Same as above.

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2.4 Can the learner perform at least two consecutive Graham front falls and recovery with appropriate rhythmic flow and refined body movement?		
Execute two successive front falls without an opportunity to pause, rest or regroup in between repetitions.	Music selected MUST have dynamics and underlying beat that are clear. A sharp or well distinguished downbeat followed by an obvious rhythmic phrase is needed.	Is the student strong enough to complete two successive repetitions?
Execute two successive front falls showing accurate rhythmic flow/phrasing in relation to (teacher) selected accompaniment and designated counts/phrasing.	Speed of music must be modified according to capabilities of student dancers. Constantly cue the beginning of each new phrase, and/or end of preceding one. Can cue by counts, or some verbal encouragement about being ready for next movement phrase.	Does movement match the rhythmic phrasing for two successive phrases?
2.5 Can the learner use adjectives/adverbs to describe the body sensation of falling (controlled) suddenly into and away from the floor?		

En Route Learnings	Teach To The Objective	Monitor Learner Progress
Think of a real life situation when you move quickly downward and then upward. Find words to describe the sensation of speed, the impact on the new surface, the return to the upright position. Share with a neighbor.	Teacher must give examples before asking that students find words. (Flopping down on couch and bouncing back up.) Descriptors: Whoosh, deflate to inflate; smooth, sudden.	Does the student respond verbally to another student? Are the words adjectives or adverbs?
Perform the falls and recovery two times in a row thinking of the word you think best describes the feeling you have and want others to see.	Teacher may need to lead discussion about clarity of movement occurring when you focus on the purpose you want others to see. Provide helpful cues to sharpen the energy used in relation to student's word choice. Move quickly around the class.	Is the movement clear and sharp? Does movement parallel the word selected?
3.1 Can the learner respond to percussive accompaniment with percussive body actions?	Define percussion, play examples of percussive accompaniment. Repeat same music so students are familiar with stop and start pattern.	
Identify the characteristics in the accompaniment that make this appropriate for percussive movement.	Question students about accompaniment characteristics that are appropriate for percussive movement.	Does the learner verbalize the characteristics of percussive?

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Respond to the start and stop pattern with clear examples of percussive movement.	Play a limited number of successive percussive sounds (maximum of eight) PAUSE. While students move, make observations about clarity, completeness and suddeness of movement observed.	Does the learner respond with clearly percussive movement?
With a partner, take turns responding to percussive sounds with percussive movements. One person move and hold; partner move and hold, etc.	Develop this with a question-answer format. Can have pattern of (a) move on first sound, hold second; #2 move on third sound, hold on fourth, etc,; (b) #1 move on count #1, hold count #2; while #2 hold count #1, move #2, hold #3, move #4, etc.	Do partners distinguish clear question-answer pattern with good percussive movements?
As you move percussively with a partner, contrast levels in space that your partner uses, i.e., if partners does low percussive movement, you should be at a different level when you move next.	Accuracy of reponse must be stressed for levels in space. (May also be used to mirror or contrast body designs/ shapes formed by one another-this becomes a leader/follower task.)	Is spatial relationship contrast clear between partners?
3.2 **Can the learner respond to accompaniment with a distinct swinging quality in axial and locomotor movements?**	Define and describe swinging. Demonstrate example: arm swing; body swing.	

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In a stationary position, parallel the accompaniment quality of the swing by using the right arm first and then the left, and then both arms together in a forward-backward action/ motion.	Emphasize the acceleration-deceleration phase of a swing; the pendular action. Set up a pattern to follow after the initial experimentation, e.g., four right arm, four left arm, eight both arms; repeat from beginning.	Is the pendular action and acceleration-deceleration clear?
Swing the right leg (left leg) forward and backward so foot brushes the floor as it passes the supporting leg on the forward AND the backward swing, blending the swing quality with that of the music and using phrases of eight before switching to the other leg.	Balance cues are necessary: arms out to sides and low height, focus on a stationary object straight ahead. Performance cues: supporting leg is turned out as is the moving leg. Emphasize the forward swing of leg on the down beat (#1) and the backward swing on the sub down beat (#3) of 4/4 meter. (Would be counts one and four in 6/8 meter.) *Select phrase music that has easy to follow phrase change (usually after eight measures). Movement cue to change legs on the 7th beat swing forward, hold leg in front (when you would normally swing back), step forward onto that leg on count #8-thus freeing the other leg to start the forward leg swing series.	Is the movement a true swing-pendular action? Is the rhythm steady? Is phrasing and weight transfer accurate?
Using the swing quality, as the leg swings forward in a skip travel the length of the floor (or freely through space) skipping to the accompaniment in accurate rhythm.	Legs both need to have some degree of outward rotation throughout for correct anatomical positioning. Emphasize the swing forward of leg and the elevation possible to the music. On successive repetitions, vary the speed of the music selections.	Is the skip accurate rhythmically? Is the movement correct?

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Utilize the music in eight count phrases so you use the swing quality in the execution of a side fall and recovery four consecutive times.	This is a blending of the isolated practice of the technique of side fall and recovery with attention to relation to music quality. For cues see objective #2: i.e., lift, slide out, recovery.	Is the quality of the fall parallel to that of the music?
3.3 Can the learner combine axial and nonlocomotor movements using swinging quality with and without accompaniment?		
Traveling from side to side, swing the body and arms from right to left, left to right, circle with leg slide, and step to left with held finish to the left.	Demonstrate body and arm swing from side to side. Practice along - same material. Demonstrate body and arm swing-circle pattern. Practice. Combine each designated part of the swing phrase. Practice without traveling. Add slide foot work to body and arm swing. Practice. Practice whole combination without and with accompaniment.	Is the coordination correct? Is the movement quality correct?
Combine body/arm swing right to left, left to right, side fall to left and recover, to appropriate accompaniment and retaining the swing quality.	Demonstrate. Walk through/talk through. Practice slowly, and increase the tempo slowly. Add accompaniment.	Is the preparation swing movement and the fall-recovery movement using the swing quality correctly? Is the swing/fall done accurately to the music?

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3.4 Can the learner respond using vibratory movement appropriately in an improvisational accompaniment setting?	Define vibratory; experiment with one body part.	
From a position at low level, use one appendage/limb and change to another, etc. to show the speed, tension and spatial characteristics of vibratory movement.	Encourage changing from body part to body part frequently. Stress not getting stuck using just hands or feet.	Is movement vibratory? Is dancer changing in relation to accompaniment?
Identify the vibratory qualities in teacher selected music and use vibratory movement only when the vibratory music is played. (needs to be done with eyes shut.)	Select sound tracks with SHARP distinctions between vibratory and other qualities.	Is the learner hearing and responding to the distinctions between vibratory and other qualities?
3.5 Can the learner move with clear distinction between sustained and suspended movement qualities and parallel simultaneous accompaniment clearly, reflecting each of these qualities?	Definition, explanation and demonstration of sustained and suspended quality movements is necessary.	

	En Route Learnings	Teach To The Objective	Monitor Learner Progress
	Listen to "X" phrases of music moving the L arm in a sustained manner when music conveys a sustained quality, and the R arm to match the suspension quality when heard.	Keep playing the same passage (about eight phrases) over and over again. Verbally highlight the continuous, monotonous characteristic of sustained, compared with the varied dynamics of suspension. After several listening practices, students should combine listening and total body movement (not seated)- develop the en route learnings. Teacher cues to clarify the student nonverbal movement responses.	Does the student hear the distinction between the two qualities clearly? Does the student hear and move the distinctions clearly?
	Travel in a forward direction in a repetitive pattern using suspension quality (as in skips) for four measures of 3/4, followed by four measures of sustained axial movement.	Note that the transition from moving to stationary is is very hard to have in control. Stress use of a broad base of support at the tranisiton (wide side to side or forward/backward stride). Suggest slow weight shift from one side to the other, or one leg to the other. Cue: need to involve the trunk in the sustained phrase.	Is there sufficient body control to change from a traveling skill to a stationary skill? Is the contrast between the two qualities clear and in control?
4.1	**Can the learner execute abdominal control exercises correctly, sustaining body alignment?**	The purposes of the selection of abdominal control exercises is preparation for falls and recovery and improved stability of trunk-lumbar area in particular. (The user of these materials may prefer to make appropriate substitutions and subsequent changes in technique selection throughout the unit.)	Is the movement sustained for the full eight counts? Does the lumbar spine move prior to the head/upper body moving forward?

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Execute the abdominal curl from hook lying position with a slow tempo-four count up to sitting, four count to return.	Cues: press the lower back to the count. 1. Floor as abdominals contract and tilt the pelvis forward-upward. 2. Pushing into the heel of the hands, hollow the chest and inward rotate shoulders, keeping arms extended along sides of body, palms up. (option: let head drop back so throat is open and head is last to leave floor.) 3&4. Continue to curl forward to a rounded hook sitting position. 5-8. Slow reversal of the previous four counts. STRESS: Moving at a slow, continuous rate of speed. Tendency to jerk up and then move slowly; and to move slowly returning to the point where abdominal strength is seriously called upon-then drop to floor.	
From standing in parallel first position, execute "squirrel's tail" exercise to determine correct vertical alignment through abdominal control or pelvic tilt.	Stand in comfortable position with feet in parallel and slightly apart stance. (If possible, use profile view in mirrors, or use shadows created by sun, learners must see own profile.)	Are the abdominals controlling the exaggerated pelvic tilt? Is the vertical alignment correct? (ear, shoulder, hip, knee, ankle).
Hyperextend lumbar spine.	Imagine the bushy squirrel's tail, move the body (pelvis) so you could get the tip of the tail up over your back and over the top of your head so it shows from the front. (Provides opposite extreme of pelvic tilt forward.)	Is there a sharp curvature of lumbar spine - lordosis?

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Tuck your "bottom" under so you flatten the lower back and hollow out the abdominal area.	Move the pelvis so the squirrel's tail comes forward and up over your face. This is an overcorrection in alignment. The hips are tucked too far forward.	Is there a distinct flattening of lumbar spine? Is there a distinct hollowing of the abdominal area?
Adjust the pelvis so the imaginary squirrel's tail is hanging straight down to the floor between your feet.	This is the correct position for proper alignment and requires a constant state of abdominal contraction to stabilize the body. Landmarks of correct alignment: Ear, shoulder, hip, knee, ankle-vertical line. This is an opportunity to discuss safety factors in alignment for elevations such as jumping, etc. *This alignment exercise can be adjusted to use second position parallel or turn out. The principle of vertical alignment is the same.	Is the vertical alignment correct?
Execute demi pile and recovery in first and second position-turned out-using correct spinal alignment sustained by abdominal control.	The alignment feature of each technique needs to be stressed constantly. The goal is habituation consciously to alignment in each student so that in aerial work the alignment will be more secure (providing more safety in landings).	Is the spinal alignment correct in all phrases of the movement?
Execute releve and recovery in first and second position, turned out and parallel, using correct spinal alignment sustained by abdominal control.	Same as above.	Same as above.